13: Beaglehole & Beaglehole E-5 (1938-1939) 1941
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in a small income obtained from school-teaching or functioning as a minor civil-servant after college graduation. Here again however, college life does not represent any particular break with typical Tongan activities. College youth are expected to spend part of each day working on the college plantation raising their own food-staples. During out-of-college hours they are generally associated with the households of friends or relatives in Tongatapu. Their vacations are either spent with their own households in Pangai or else working at Tongan things in Tongatapu.

In sum, Tongan schooling may not be particularly efficient; but at least the directors of Tongan education have not made the educational process an effective instrument for separating the Tongan child from the satisfactions of his own culture and equally, from the satisfactions of European culture. Education in Pangai has been allowed to gear itself into the present-day patterns of village-culture with results that are adequate in almost every respect.

The establishment of schools with the structure of a formal educational system has been one of the most effective forces in changing the culture of the villagers from primitive to folk-culture. Nevertheless it is easy to overassess the role that literacy plays in village-life. The large majority of the villagers are able to write the Tongan language. Most of them can read Tongan. To what use however, are these abilities put? As far as one can judge there is very little use made of writing except in the very occasional signing of one's name to some legal or government document. The writing of letters is infrequent. The attitude of the villager here is that everything can wait until personal contact is established, either by personal visiting or by the use of a visiting intermediary. Similarly, the use of reading-skills is very limited. Its principal use for most is that of reading such familiar material as Bible-lessons or church hymns. Children in school naturally use simple reading-texts with secular topics. With school-days far behind, however, the Bible becomes all-important and here one's ability to read is sometimes almost entirely limited to its use in reviving memory of key-words in sacred texts that are otherwise well-remembered but temporarily forgotten. Some households also possess the single-paged printed combination almanac-